

Inkom Elementary

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BE RESPECTFUL

BE PREPARED

BE POSITIVE

This document provides the plan as to how Inkom Elementary, part of the Marsh Valley School District #21, will meet Idaho Code 33-1004J in regards to Differential Pay. Inkom Elementary understands that the amounts appropriated for the program shall be distributed for differential pay as provided for in Idaho Code section 33-1002.

Inkom Elementary also understands (1) that plans are to be approved by the local board of trustees, including evidence that the plan was developed with input from the principal, teachers, and certified employees of the school (2) the plan is not subject to collective bargaining (3) the plan may allow expenditure of up to 40% of the funds for professional development (4) the plan will be used for excellence in achievement awards, establishing goals and identifying objective measures of growth (5) awards shall be directed at the school-wide level, the individual level, or any other grouping below the school-wide level (6) the plan is due to the State by Oct. 1, 2013.

Inkom Elementary's plan will be presented to the board of trustees on Monday, September 9, 2013. Teachers were asked by the principal via a memo for input regarding the Pay for Performance plan, as well as one-on-one input from all certified staff members. The majority of the teachers chose not use 40% of the funds for professional development, rather keep it on a shares basis for student achievement. Teachers were also part of setting the goals. This plan was a school-wide effort on behalf of the principal, teachers, and certified staff members. Our plan sets forth goals of grade-level achievement measures in the areas of reading and math for K-6th. Objective measures of achievement will be used as, the testing measures we will be using have all been nationally normed. We fee that the goal is challenging, yet attainable. Our overall goal is to increase student achievement. Because we teach as a team, and we take the mind set that these are "our kids" rather than these are "my kids," we believe that we will be able to earn the differentiated pay as we collaborate and work hard each day to meet students where they are at, in order to increase achievement and have a large number of our students scoring at the benchmark/proficient level for reading and math.

The following tables represent a percent of students scoring a "3" (proficient) on the Spring IRI and/or scoring at benchmark for math and reading:

Kindergarten and 1st Grade Teachers

Spring IRI score of “3” & Benchmark Math	
75%	1.0 share
73%	.9 share
71%	.8 share
69%	.7 share
67%	.6 share
65%	.5 share
63%	.4 share
61%	.3 share
59%	.2 share
57%	.1 share
55% or below	0 share

2nd Grade and 3rd Grade Teachers

Spring IRI score of “3” & Benchmark Math	
75%	1.0 share
73%	.9 share
71%	.8 share
69%	.7 share
67%	.6 share
65%	.5 share
63%	.4 share
61%	.3 share
59%	.2 share
57%	.1 share
55% or below	0 share

4th Grade, 5th Grade, and 6th Grade Teachers (The following shares are set up for Math and Reading.)

75 % of students at benchmark for reading and math on norm-referenced testing	$\frac{1}{2}$ share: Math $\frac{1}{2}$ share: Reading
70 % of students at benchmark for reading and math on norm-referenced testing	$\frac{1}{4}$ share: Math $\frac{1}{4}$ share: Reading
65 % of students at benchmark for reading and math on norm-referenced testing	$\frac{1}{8}$ share: Math $\frac{1}{8}$ share: Reading
60 % of students at benchmark for reading and math on norm-referenced testing	0 share: Math 0 share: Reading

Principal: 1/7 of each grade K-6

Special Education: 1/7 of each grade K-6